

2040 - Tuning In to the Documentary (Secondary)



Name

Class

Teaching Sequence

Work through this resource material in the following sequence:

20 minutes – Part A: What Would You Like To See In The Future?

30 minutes – Part B: Preparing For The 2040 Documentary

10 minutes – Reflection

Part A: What Would You Like To See In The Future?

Preparation:

Print enough [The World in 2040 worksheets](#) for groups of three to four students.

Step 1.

Begin the lesson by writing the following question on the board:

What would you like to see in the year 2040?

Break the class into small groups and give each group a copy of The World in 2040 worksheet. Explain to students that they will have five minutes to imagine what each of the themes on the worksheet might look like in 2040. Students should record their ideas on the worksheet.

Once complete, engage students in a class discussion around each of the themes on the worksheet, inviting groups to share their ideas for each theme.

EXTEND: You could keep a record of student ideas to explore through further inquiry. You could also invite students to create an image of their future world, based on the ideas generated in this activity.

Step 2.

Now, write the following question on the board:

What do you think might be the big challenges for the year 2040?

Still working in their groups, invite students to flip their World in 2040 worksheets over and begin discussing their ideas in response to the question.

Again, engage students in a class discussion around their ideas.

Explain to students that for some people the future is a scary place; many people are concerned about a whole range of challenging social and environmental issues and how these will affect the future. Explain to students that it is OK to feel overwhelmed by some of these issues. Encourage students to share and listen to each other's ideas in a supportive way, remembering your classroom guidelines.

Part B: Preparing For The 2040 Documentary

Step 1.

Explain to students that they will soon be exploring a documentary called 2040. In this documentary, the filmmaker – Damon Gameau – looks at the big challenges facing our planet and investigates what solutions already exist to address these challenges. The aim of the film is to communicate to audiences the fact that we don't need to wait for people to create solutions to these challenges; we already have them.

Students will now watch a clip from this documentary. As they watch, invite students to record any ideas that they find important or interesting.



[2040 - Film Overview](#) Password: 2040_EDU



If the above clip would not suit your class, consider replacing it with the following clip, [2040 - Setting Up the Journey](#).
Password: 2040_EDU

Once complete, invite students to work in pairs to complete a THINK PAIR SHARE routine in response to this clip using the following questions (also available on the Student Worksheet):

Think Pair Share

Think pair share is a collaborative learning strategy in which students work together to solve a problem or answer a question.



Think - students independently think about an issue or question and record their thoughts.

Pair - students work in pairs to discuss their ideas and record new thoughts.

Share - students share their thoughts with the whole group or with other pairs to reach consensus.

- What happened in this clip? What was this clip about?
- What does this clip make you think about?
- What did you find interesting or important about this clip?
- How did this clip make you feel?
- What else do you want to know about this clip?

You could consider inviting student volunteers to briefly share their thoughts with the class.

Through your discussion lead students to the idea that the film focuses on several key challenges for the future, including energy, transport, food production, and economics. Students will be exploring these challenges in detail later in this lesson and in the following lessons.

Step 2.

Explain to students that they will soon be watching the whole 2040 film. In preparation for this, they will be creating an information collection sheet that can be used to record observations from the film as well as any other research conducted before and after the film (see note below).

NOTE: complete one of the following options

- **OPTION A** – If you are planning on completing the **next lesson in this unit**, students can create an information collection sheet to be used in the next lesson to support them as they watch the film and conduct additional research.
- **OPTION B** – If you are planning on watching the film at the end of this lesson and will NOT be completing the next lesson, students can create an information collection sheet that can be used to support them in watching the film.

OPTION A – In this case, students need to create a set of questions that can be used to help them record information as they watch the film as well as conduct research about the challenges and solutions presented. Explain to students that they will be assigned one challenge presented in the film (e.g. energy, transport, or food production) to focus on as they generate their questions and conduct their research. Students need to view the challenges and solutions through a scientific lens (i.e. what scientific support is there for this challenge/solution?).

Break the class into three, six or nine groups (depending on age and ability) and assign each group with one of the following challenges presented in the film:

- Energy
- Transport
- Food production

Students will then develop their questions around their challenge, for example:

- Why is this challenge included in the film? What is the science behind this challenge?
- Why is this challenge important to the future? What scientific information do we have to support the notion that this challenge could be important to the future?
- In addition to the science behind this challenge, what might be the social, environmental and economic considerations relating to this challenge?
- What solutions exist for this challenge? What scientific information do we have to support this solution?

To assist students with developing appropriate questions, you could provide them with the [Generating Great Questions factsheet](#).

You could suggest students work for several minutes to brainstorm as many questions as they can think of. They could then vote for their favourite questions, based on how these questions might help them gather the information required to fully understand the challenge they have been assigned.

Allow students time to refine their questions, using the Generating Great Questions factsheet.

Explain to students that even though they are working in groups and should work collaboratively to generate their questions, each student is responsible for recording the final questions on their own piece of paper or in their own workbook. Students will work independently to respond to these questions in the following lesson and while watching the film.



Depending on age or ability you could adjust the number of questions students need to create. For example, younger students could develop two or three questions while older students could develop five or six questions.

OPTION B – In this case, students need to create a set of questions that can be used to help them record information as they watch the film. Questions should focus on the science behind the challenges presented and the solutions to these challenges. The question that students develop should fall into two categories:

1. Questions that help students record what is happening in the film (what information is being presented). Sample questions could include:
 - What is happening in the film?
 - What are the key messages of the film?
 - What are the key parts to this film?
 - What scientific information is presented to support one or more of the issues presented in the film?
 - What scientific information is presented to support the challenges presented in the film?
 - What work do scientists do in this film?
2. Questions that help students understand how they think and feel about the film. Sample questions could include:
 - How does this film make me feel?
 - What does this film make me think about?
 - What questions does this film leave me with?
 - What else do I want to know about the information presented in this film?

To assist students with developing appropriate questions, you could provide them with the Generating Great Questions Factsheet.

Students should work in groups of three or four. You could suggest students work for several minutes to brainstorm as many questions as they can think of. They could then sort the questions into the two categories and vote for their favourite questions, thinking about why these questions will help them respond to the film in the best way possible. Allow students time to refine their questions, using the Generating Great Questions factsheet.

Explain to students that even though they are working in groups and should work collaboratively to generate their questions, each student is responsible for recording the final questions on their own piece of paper or in their own workbook. Students will work independently to respond to these questions while watching the film.



Depending on age or ability you could adjust the number of questions students need to create. For example, younger students could develop up one or two questions for each category. Older students could develop up to four questions for each question category.

Invite students to work independently to answer the following question (also available on the Student Worksheet):

- How does thinking about the future affect how you live in the present?

Extend: You could invite students to reflect on this question from one or more of the following perspectives:

- Social
- Environmental
- Economic

Teacher Reflection

Take this opportunity to reflect on your own teaching:

- What did you learn about your teaching today?
- What worked well?
- What didn't work so well?
- What would you share?
- Where to next?
- How are you going to get there?

What's Your 2040?

Record your students' work in their communities with the hashtag #whatsyour2040 and share their visions in the '2040: [The Regeneration' Facebook Group](#).

The 2040 crew would love to see your class's work.

These lessons have been created in partnership with

2040, Good Thing Productions

